



**St Ignatius School,
TOOWONG**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Ignatius School is a P-6 primary school established by the Sisters of Mercy in 1903 in partnership with the only Jesuit Parish in Queensland. At St Ignatius we strive to build on our vibrant community that ignites the light of faith, creates an excellence in education and fosters the wholistic development of each child. We have an involved and connected community that works together to enrich the educational experience for all our students.

The school environment empowers learners to contribute to a culture where every person can achieve success. We are blessed to have spacious grounds and creative play spaces. We have specialist in LOTE (Chinese), Music, and Physical Education. St Ignatius has a wide range of extra-curricular activities including an instrumental program, choir, robotics and coding clubs, involvement in sporting programs and competitions and much more. Our classrooms are contemporary in nature to create the best possible learning environment for our students.

School progress towards its goals in 2021

In 2021 we focused on goals focussing on the areas of Learning and Teaching, Catholic Identity and Well-being.

Learning and Teaching

Goal: To build confidence and capability to analyse and respond to numeracy data in a targeted way with a particular focus on Trusting the Count and Place Value.

In 2021 our staff worked with BCE education officers to build our data literacy in using Pat-M, NAPLAN and the BCE Trusting the Count and Place Value monitoring tools. This enhanced our ability to identify gaps in student learning by responding with the most appropriate teaching and targeted intervention. We drew on the research of Professor Dianne Sieman in her work with the Big Idea of Number to build on the expected and effective strategies and school wide language that we use to teach Mathematics with a particular focus on Trusting the Count and Place Value.

Goal: To continue to embed and build consistent school wide effective practices with a particular focus on descriptive feedback, peer and self-assessment and individual goal setting.

Professional learning to achieve this goal has focused on aligning the high impact strategies utilising learning intentions; success criteria, descriptive feedback, peer and self-assessment and individual learning goals to build clarity and engagement in learning. As a school we designed a whole school language of learning to promote these practices in conjunction with the promotion of growth mindset. This language of learning has been planned and developed in 2021 to be launched at the beginning of 2022.

Catholic Identity

Goal: Unpack and understand our new mission and vision statement. In doing so, draw on our Ignatian charism and Mercy traditions to educate staff and students. Creates ways to learn and express these in a meaningful way through the religious life of the school.

Our mission and vision is communicated and shared regularly with staff and the community. It is a visible presence and language that articulates what is important to our community. In 2021 we built on this by developing our Charism document that identifies the values and teachings of our Mercy tradition and Ignatian charism. This document is used to help us as a staff and a community to teach and communicate our values. This has been intertwined with our PB4L processes in the teaching of social emotional skills and capabilities.

Well-being

Goal: Use the Positive Behaviour 4 Learning framework to develop meaningful school wide processes and practices that scaffold a holistic development of students.

In 2021 our LIFT expectations were launched and are taught explicitly on a regular basis. LIFT is used as a consistent language of learning. A structured and whole school approach to the teaching of values, social capabilities and school expectations was developed and implemented by our PB4L team. This language was also incorporated into our recognition of students through our Let's Lift award.

Future outlook

In Mathematics, we will build on our 2021 achievements in effective Mathematics pedagogy. We will explore the specific skills of utilising inquiry pedagogies to provide enabling and extending prompts to differentiate and engage. In 2022, we will continue to progress our language of learning to promote clarity and feedback. We will continue the refurbishment of our learning spaces to suit our modern, contemporary learning styles.

Our school at a glance

School profile

St Ignatius School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 278	173	105	3

Student counts are based on the Census (August) enrolment collection.

St Ignatius Toowong is situated in the inner north of Brisbane city in a catchment area where majority of our students come from middle to high socio-economic families. We have families from a variety of cultural backgrounds with 10% of students coming from families where English is an additional language. We have a high proportion of Catholic families though we also have and welcome families from a variety of Christian and other faith traditions. We are proud of our community and boast a number of second and even third generational families.

Curriculum implementation

Curriculum overview

St Ignatius is committed to delivering excellence in learning and teaching. We are an extremely well-resourced school in both physical and human capital. Our staff are committed to our Brisbane Catholic Education Mission to Teach, Challenge and Transform. We inspire our students with a love of learning and a heart of hope as they are empowered to shape and enrich our world.

Our aspiration is to grow engagement, progress, achievement, and well-being for every student by:

- advancing student progress and achievement
- accelerating literacy and numeracy learning
- innovating for excellence
- achieving maximum learning potential.

We are committed to our Strong Catholic Identity as we aspire to strengthen our capacity to lead, engage and teach with a re-contextualized Catholic world-view. We sustain our Catholic identity through the delivery of our Religious Curriculum and through example of our Religious Life of our School as we grow holistic and inclusively the faith formation of our students, staff, and parents.

We are committed to improving student performance academically, culturally, spiritually, physically, and socially. We recognize we educate the leaders of our tomorrow. We stimulate curiosity, creativity, innovation, imagination, investigation, problem solving, making connections, collaboration, and self-reflection. We build positive parent partnerships as we journey together in the excitement of learning.

Teachers differentiate the curriculum as they know their learners and offer individual support and personalised learning to facilitate the next stages of the progression. Teachers prioritise the General Capability: Personal and Social Capability, as we understand and acknowledge that students need to feel safe and happy in their classroom environment to maximum learning potential. Our teachers are committed to developing positive relationships with all their learners, instilling in students that sense of security, wellbeing, inclusion, and comfort. Teachers develop Class Covenants to articulate the clear expectations and guidelines for inclusion in the classroom which is linked to our LIFT expectations.

Teachers work collaboratively to ensure learning and teaching aligns with the Brisbane Catholic Education Model of Pedagogy. Specialist teachers are employed for the teaching of Physical Education, Music and Mandarin.

All other subjects, including English, Mathematics, Science, HASS are completed in general class groups. Various additional support staff including Support Teachers: Inclusive Education, Primary Learning Leader, Teacher Librarian, Guidance Counsellor and School Officers work collaboratively with class teachers to ensure that all students needs are addressed across the curriculum as fully as possible.

The school's curriculum is planned directly from: The Australian Curriculum www.acara.edu.au and the Archdiocese of Brisbane Religion Curriculum www.bne.catholic.edu.au.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of Achievement Standards. Assessment for, of and as learning, occurs throughout the year, both informally and formally, with reference to these Achievement Standards

Extra-curricular activities

We provide significant additional programs within the teaching and learning program of the school, which adds value and interest for students, supplementing in enriching ways the core curriculum program that is offered from Prep to Year 6.

Several of these value-added programs include:

- 1:1 Laptop program (Years 4 - 6) providing school and home access to quality technology
- School Leadership Program for Year 6
- Student Representative Council
- Stem Clubs utilising robotics, coding and design technologies
- Green Club
- Perceptual Motor Program for Prep and Year 1 students
- Instrumental Music
- School Choir
- Concert Bands in Year 5 and 6
- Ensemble program in conjunction with Stuartholme School
- Swimming Program - Prep to Year 6
- Interschool Sport Year 5/6
- School representation at Zone Cross Country, Athletics and Swimming for students from Years 2-6
- Zone Gala Days from Year 3 to 6
- Queensland Catholic Schools Netball Cup
- BCE Rugby 7's
- Social Club at Lunchtime
- Behaviour Support Plan and associated programs
- Camp Program for students in Year 4 and 5
- Canberra Trip for Year 6 (Altered to camp due to COVID)
- Days of Celebration e.g. St Ignatius Day; Catholic Education Week; Book Week; Day for Daniel
- Chess Club
- Junior Engineers

How information and communication technologies are used to assist learning

At St Ignatius we ensure that all students benefit from learning about and working with traditional, contemporary, and emerging technologies that share the world in which we live. Our teachers' pedagogical approach fosters a clear relationship between Digital Technologies and the ICT General Capability. Our pedagogical approach engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. Learning provides students with opportunities to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

As a school we are extremely well resourced with physical technologies: state of the art interactive televisions or data projects in every classroom. We facilitate a one-to-one program in Years 3 to 6 using Microsoft Surface devices. iPads are utilised from Prep to Year 2. Each classroom is fitted with Phonak sound systems and we have significant amounts of STEM resources that engage our students including a 3D printer, WeDo Lego Robotics, Ozobots, and Sphero's to name a few. Students investigate, design, plan, manage, create, produce, and evaluate technologies solutions. Learning how to be cybersafe and being a positive digital citizen are ongoing aspects of our students learning in this space.

Social climate

Overview

St Ignatius is located within inner city Brisbane with beautiful grounds which include contemporary learning spaces, a spacious library, a large oval and various creative play spaces. Our classrooms are fully air-conditioned, well-resourced and technologically equipped.

We value safety and promote the well-being of each student. Paramount to our school is building and fostering school spirit through a welcoming, inclusive and vibrant community. We are proactive in our approach and actively teach social capabilities to help support our students to develop life-long learning skills and use a restorative approach to dealing with situations of harm that promotes accountability and strong relationships. This is evident in our school policies, programs, and documentation. We staff a Guidance Counsellor, Primary Learning Leader, Teacher Librarian and Support Teacher Inclusive Education as part of our teaching and learning Team. Our Prep students are partnered with their senior buddy which sets the tone for the importance of relationships across year levels at St Ignatius. We have a student representatives and council that ensures student voice is heard and active in our school. Our parents are very involved in the life of our school through the numerous Parents and Friends Association initiatives: Care & Concern Group, Class Parent Representatives, Parents and Friends Social Events such as a Welcome Disco; Tea and Tissues morning tea on the first day; Mothers' and Fathers' Day events and Goldicott our major fundraiser each year. Contemporary technology tools are throughout the school.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	98.3%
School staff demonstrate the school's Catholic Christian values	98.4%
Teachers at this school have high expectations for my child	93.5%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	96.8%
Teachers at this school encourage me to take an active role in my child's education	91.9%
My child feels safe at this school	96.8%
The facilities at this school support my child's educational needs	87.1%
This school looks for ways to improve	96.7%
I am happy my child is at this school	98.3%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	93.4%
I enjoy learning at my school	90.8%
Teachers expect me to work to the best of my ability in all my learning	93.8%
Feedback from my teacher helps me learn	95.4%
Teachers at my school treat me fairly	90.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.5%
I feel safe at school	86.2%
I am happy to be at my school	89.2%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	89.7%
School staff demonstrate this school's Catholic Christian values	93.1%
This school acts on staff feedback	67.9%
This school looks for ways to improve	89.7%
I am recognised for my efforts at work	69.0%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	86.2%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

At St Ignatius we value parents as partners in the education process in our vibrant community. Quality communication is a key aspect of our partnership. Family participation and involvement is encouraged in a broad range of school and faith activities. These include classroom and excursion activities, intra and inter-school sporting activities and competitions, learning support activities, working bees, Parents and Friends, School Board and other representative committees, fundraising, social activities and class masses.

We attempt to forge relationships with the local community and are engaged and participate in community events such as ANZAC services and our bands play at community events. We are connected to and support the initiatives of local Kindergartens such as the Hilsdon Fete.

There is a high level of consultation with parents of students requiring additional support to engage the curriculum. The school's Student Support team works to support teachers to make the necessary curriculum adjustments to assist students. Support plans are developed to personalise curriculum access for students. These are reviewed on a regular basis.

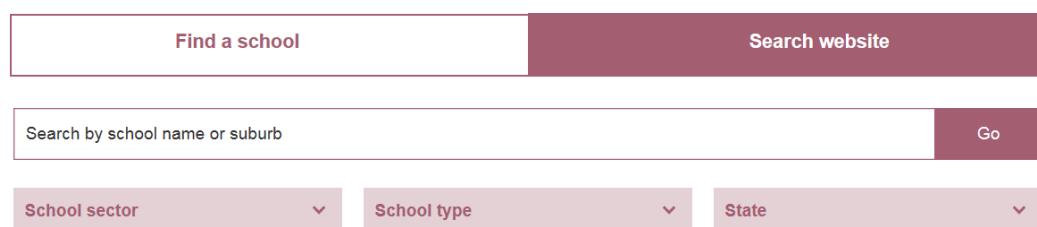
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	27	10
Full-time Equivalents	19.2	5.4

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate diploma etc.**	0
Bachelor degree	22
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Effective and Expected practices in Mathematics with a key focus on Trusting the Count and Place value.
- Inquiry models of learning in Mathematics.
- Learning through Data analysis
- Embedding the Assessment waterfall – High Impact pedagogical strategies
- Growth Mindset – Consistent language of learning
- Assessment Capable Learners
- Digital Skills – M365 for education. How to maximise learning from home and school using the Microsoft 365 suite of tools.
- Expected and effective practices in English – Collaboration to extend
- Participated in NCCD moderation process and mastering ENGAGE platform for data collection.
- Responding to student behaviour needs and the use of the PB4L strategies.
- Ignatian Spirituality in Action
- Mercy Values – What does our tradition teach us today?

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.9 % of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	94.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	96.5%

Average attendance rate per year level			
Prep attendance rate	95.6%	Year 4 attendance rate	94.0%
Year 1 attendance rate	94.8%	Year 5 attendance rate	92.8%
Year 2 attendance rate	91.9%	Year 6 attendance rate	95.6%
Year 3 attendance rate	94.6%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Parents are required to contact the office through the following means: Telephone 3371 1094; email ptoowong@bne.catholic.edu.au and cc the teacher or submit through BCE Connect App or Parent Portal before 9.00am advising if their child/ren will be late or will not be attending school. Rolls are marked prior to 9.00am and it is the school policy to SMS parents if a student is absent and no notification has been received. It is expected that the parent/guardian will respond to this message. A follow-up phone call to parents/guardian (or emergency contact if necessary) will be made at 9.30am should no contact have been made with the school. If no contact has been made on the day of absence a note is required for the Classroom Teacher on the day the student returns to the school. If advance knowledge of absence is known, written communication with the class teacher is appreciated or contact through the main office. Within two (2) days, the class teacher in the first instance or another member of the school staff will make contact with the child's parent/s or legal guardian if the school has not been notified of an absence.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



A screenshot of a search bar interface. It features a text input field labeled 'Search by school name or suburb', a dropdown menu for 'School sector', another for 'School type', a dropdown for 'State', and a magnifying glass icon representing the search function.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[**View School Profile**](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



A screenshot of a navigation menu. The tabs include 'School profile' (which is highlighted in dark red), 'NAPLAN' (which is highlighted in light red with a red border), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.